

AMERICAN JOURNAL OF EDUCATION

Universal Education—The Safety of a Republic.

VOL. XVII.

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No. 9.

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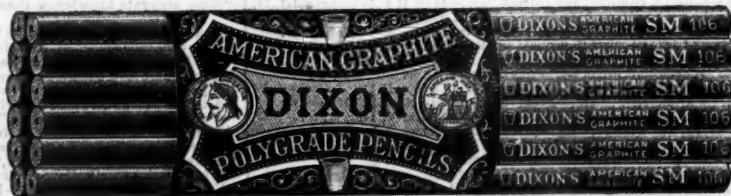
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VOL. XVII.

HUNTSVILLE AND ST. LOUIS, SEPTEMBER 23, 1884.

No. 9.

Printed for the Editors, by FERRIN & SMITH, and "Entered at the postoffice at St. Louis, Mo., and admitted for transmission through the mails at second-class rates."

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IF, as stated by Dr. Mayo, in Dr. Bicknell's paper, there were *six thousand* teachers in attendance at Madison and it cost them on an average \$40.00 each, it runs the cost of the meeting in money—say nothing of time—up to about \$240,000! and yet Dr. Bicknell said in his paper beforehand that the *fifteen hundred* who did not pay the \$2.00 fee had "a *small sense of self-respect and belong to a low order of manhood.*" Who were they?

It is a piece of stupidity on the part of any paper to advise teachers not to meddle with financial matters. This is the key to the whole question of education. It is not a question of benevolence at all or a question of charity at all. Pay good wages and you can get competent teachers, and this will insure success.



Huntsville and St. Louis, September 23rd, 1884.

J. B. MERWIN Managing Editor.
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THE BEST YET.

THE Southeast Normal school at Cape Girardeau opened this scholastic year with a *larger* attendance and under more favorable prospects than any previous year. All counties in the Southeast are represented, besides many from the other districts in this State and the adjoining State of Illinois.

Prof. Norton has done a strong, permanent, grand work for education during vacation and the whole State will be greatly benefitted by these labors.

THE PAPERS READ.

DR. MAYO, in Dr. Bicknell's paper, page 84, No. 5, speaking of the meeting at Madison, said:

"The papers read at a convention of this sort were very apt to be of a purely *ideal character*, and the systems discussed are often *only fit for children in paradise*,—are beyond the possibilities of human nature. And yet it was good to contemplate the ideal, if we only keep constantly in view the fact that we have to bring the ideal down to the level of every-day possibilities. About all we can do for the boy may be summed up in a few words: (1) We can awaken in him a desire for knowledge; (2) we should train his mental faculties, so that he can properly contemplate others and himself; (3) we can show him the avenues to common knowledge, and the by-ways opened on all sides; (4) leave him a

little taste for correct reading; (5) then touch up his manners, so as to somewhat mitigate the ferocity of the lower classes, and the barbarous exclusiveness and greed of the upper classes; (6) elevate his morals; and (7) give him a little training in the duties of citizenship. This is all easy to recite, the speaker said, but after all how hard it is! These things are all we can possibly perform, and the whole science of education resolves itself into these, and the supreme difficulties in practical education are in this one direction."

MR. PARR says: "The meetings of the council, though full of meat and drink for the thinker, were but slimly attended, while the *repast of hash* served at two or three meetings, by those who dealt with specific ways of doing, drew more than their room could accommodate." Is this a rap at Col. Parker or a puff for him?

This also from the same source shows a spirit independent enough to tell—at least what the writer thought:

"There was a monotonous sameness about the drawing that was unpleasant. The kindergarten work has as yet developed no originality. But industrial drawing is valuable in other regards than for the drawings produced or the skill gained."

"SCHOOL EDUCATION," published by Hon. S. S. Parr, St. Paul, says Dr. Bicknell's meeting at Madison "was in a certain sense a 'convocation of the notables'—with a good many notables left out. The great colleges and universities were *conspicuously absent.*"

The same paper says: "Women's part in the meeting, except in numbers, was *ridiculously small* compared with the number of places filled by women."

It does seem as if some people never would be satisfied.

KANSAS is booming. Her people are sober, industrious and intelligent. They raised about *fifty millions* of bushels of wheat this year. Oats, rye and corn run the yield of grain up to over 180,000,000 of bushels in this

State alone. Certainly Kansas can afford to continue the schools *nine months* during the year. Kansas can also afford to *increase*, materially, the compensation of all her teachers this year. We hope it will be done.

TEACHERS everywhere should petition Congress for national aid to education without delay.

OUR advertisers mean business. They want to reach the men and the women, too, who are building up schools and society. The teachers will get the worth of their money for a year's subscription out of almost any column of advertisements in this journal. Look them over carefully and please mention when you write where you saw the advertisement.

MORE than a thousand school officers have sent us lists of new subscribers during August. We are under special obligations for this substantial testimony of the work *this* journal is doing to build up our school interests, though we give every person who reads this paper the worth of their money many times over.

ABOUT forty or fifty thousand teachers seem to know a good thing when they see it. They are after the premium we send with the AMERICAN JOURNAL OF EDUCATION and will do well to secure it early.

THE Wisconsin Journal of Education says:

"The exhibition of school products and school work, though not an integral part of the association, was a large, attractive and interesting feature of the occasion.

The director, Hon. J. H. Smart, Pres't. of Purdue University, undertook the work independent of any responsibility to or by the National Association, and by his wise, untiring and persistent effort, aided by the efficient lieutenants called to his assistance, produced a display which commanded universal praise and admiration. Iowa and Indiana did grandly, as States, Minnesota following closely."

AT WORK AGAIN.

THIS issue will greet tens of thousands of teachers who are again at their work. We shall make this journal more helpful in methods hereafter. Our schools are generally well organized now. The people have learned their value, see their necessity and will provide more liberally for them in the future. The teachers should be paid regularly every month, as other county and State officers are paid. They should be paid, too, more liberally. The length of the school term should be increased in all the States until the children are in school nine months out of the twelve. The terms should be so arranged as to best accommodate those who rely upon some aid from their children on the farms. It is good, too, for the children to do some manual labor, but to keep pupils out of school five or six months is almost to destroy the whole effect and influence of what is gained while they are in attendance during the short school terms. Our teachers by a little effort can show this very plainly to the parents and others. Let there be more co-operation this year between teachers and parents, a better understanding, more explanations and conferences. Advise with them as to what you propose to do, and see if they cannot help you to train their children into a wiser and happier citizenship.

A SUCCESS.

THE meeting of the National Teachers' Association at Madison was a great success. The treasury was largely replenished, the speeches were good, and the whole outcome will tend to set the subject of popular education in a new and stronger light before the people of the United States. It will also tend to unify and harmonize both methods and means of support. While some personalities and peculiarities cropped out now and then, the meeting, as a whole, was strong and creditable.

Some of

THE BEST THINGS

reported will be read with interest and profit by those who were not able to be present, and there were several of the 290,000 teachers who were not there.

There are about 10,000 teachers in Wisconsin; Minnesota has over 5,000; Iowa has over 20,000, also Illinois has over 20,000. This would give us in Wisconsin and the States adjoining an aggregate of over 55,000 teachers within a day's ride of the Association. There were, it is said, over 5,000 teachers present at the Association. The report of the financial committee will determine more

accurately the number, and the report will of course be looked after with interest.

There are over 290,000 teachers enrolled in the United States, so that, as we stated before, the best things said will be read with interest by a large number who were not present.

Hon. J. L. M. Curry, LL.D., of Virginia, was perhaps, with the exception of Dr. W. T. Harris, the most representative educator present. He spoke on "Citizenship and Education."

Dr. Curry said:

"Suffrage is a sacred trust, a matter of wise discretion; to be determined by its bearing on the general ends of free government. Self-government is a slow growth. Universal suffrage is a myth. Giving suffrage to a mass of unlettered and suddenly emancipated negroes was the severest strain to which our Republic has been subjected.

A certain minimum of education is the right of every child, and the child will fail to secure it unless the State provides. Citizenship in a free, representative, constitutional republic, presupposes more enlightenment than is needed in a less popular government. In the absence of general education no guaranty against Nihilism and Communism, no security for property, no hope of free institutions.

If governments furnish and control education, a chief end should be to fit the youth for good and useful citizenship. Educated and patriotic citizens are to remedy abuses, effect reforms, secure better and honest modes of administration, to make our governments the embodiments and guarantors of justice, integrity, equality and freedom. As a citizen and a freeman, every one is entitled to education. Humanity is above citizenship or nationality. Man existed before the State and will live after it."

DR. MAYO says in Dr. Bicknell's paper, in regard to the meeting at Madison, that "all with one consent swell the chorus of thanks to the President Thomas W. Bicknell, as the head and front of the great occasion."

WHEN you look over page after page of that premium and find what a store-house full of information you have won, we hope you will call attention at once to this great opportunity, so that other teachers and school officers can avail themselves of it. "Giving doth not impoverish or withholding make rich" in this case.

DR. ROBERT ALLYN says of the meeting of the National Educational Association at Madison, that "it was a body of men and women of whom the nation may well be proud."

"Dr. Wm. T. Harris, late of St. Louis, Mo., and now of Concord, Mass., was there, the most honored of the leaders. Dr. Curry, of the Peabody fund, was another prominent figure. General Eaton, of the National Bureau of Education; Dr. Mayo, the educational apostle of the negroes in the South; then Drs. Rickoff, Hancock, Tappan, Bascom, Dickinson, Bicknell, Richards, White, and women worthy of note, as Miss Willard, Miss Steele, Miss West, Mrs. Kellogg, Mrs. Wright, and teachers and superintendents by the hundreds, who have honored cities and advanced the interests of the race, were everywhere seen."

VALUE AS A CITIZEN.

"HIS value as a citizen, charged with a portion of the obligations of government, would be lessened."

This expression strikes me with the force of novelty. It contrasts with the familiar expressions: "All men are created free and equal," and "All men are equal as before the law."

Citizens, then, differ in value. The value differs greatly. Some are valueless; some are invaluable. Mathematically, some rise high above par, as gold rose in 1863, but others sink below par, completely out of the market, while others again rise and fall with greater or less fluctuations at different ages of their life. For example: As I learn from yesterday's reading, Hon. John A. Dix, when called by James Buchanan, the last—or, the latest—Democratic President, to the position of Secretary of the Treasury, a few months before Lincoln's inauguration, proved to be a citizen of such value in that place as to succeed in filling the empty treasury with millions of money, and saving the Nation from utter ruin at that awful crisis. He was, financially, the savior of the nation. So valuable was Robert Morris in the old war of '76, even to the utter wreck of his own property. Such men are citizens of great and incalculable value.

It is an every day question: "What is he worth?" A man recently died in a little inland city of New England, worth \$998,000, but he was worth more as an embodiment of all the civic and

Christian virtues in symmetrical combination, as friend, neighbor, citizen, husband father. \$5,000 is not an unusual amount to be paid by railroad directors in case of fatal accident for which they are responsible. Every new comer to our shores, if a good citizen, is or should be worth \$5,000, or, at 6 per cent., \$300 a year, at a moderate calculation, and from that upward to \$100,000.

"Value as a citizen," therefore, is a novelty in expression, or so it struck me, but is a solid and habitual idea embodied in the minds and laws and customs of all our civilization. In Anglo-Saxon days, a man's fingers and toes, his arms and legs, and other parts of the body, had a definite, money-value, and a very low one, according to our modern views.

\$10 worth of wood will make up into some \$400 worth of matches. \$10 worth of iron ore will make up into some \$500 or more of steel watch-springs. What is the magician? Labor, well-directed, skillful, continuous, intelligent labor, of a kind that no animals, nor any large percentage of men can ever perform.

Now, all this is prelude. The grandest form of labor, and the grandest products of labor are in school rooms. There we form citizens out of the raw material—raw, rude, helpless, useless, noisy, dirty, fighting, cruel, utterly selfish, untrained—until home and school civilize, enlighten and educate. Schools enhance the "value of the citizen," as seed wheat is enhanced, "some, thirty fold; some, sixty fold; some, an hundred fold."

This appeals with infinite and constant power to teachers, to parents. It appeals no less to educational boards. It demands that all the school books and all the processes, and all the arrangements shall be wisely adapted, and constantly improved to this one great end: to enhance the "value of the citizen" to the utmost. The subject is a fascinating one, but it would require a volume.

LEVI WELLS HART.

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"THANKS," writes a lady teacher from Dakota; "thanks for that splendid premium you send with the AMERICAN JOURNAL OF EDUCATION. The JOURNAL itself is well worth all we paid for it, but the premium has already become the nucleus of a library—indeed, it is almost a library of itself. The article of Miss Brackett on 'The Management of the School,' in the last issue, was a new revelation to us all—teacher, pupils and parents. We have utilized it over and over again as a *reading lesson*."

HERE is what whiskey and punctuation will do, if closely followed up. A verdict of a recent jury on a man who had died of intoxication was: "Death by hanging—round a whiskey saloon."

A FEW MORE HELPS.

OUR young teachers need a little more encouragement on the part of parents and school officers, and more helps in the school-room, too. They can teach a whole class with a Globe, a set of Outline Maps and a set of Reading Charts better than they can teach one pupil without them, and so of blackboards and other things. In fact, when you pay your teachers the wages they earn, and the pupils spend their time, tax-payers desire to have the most possible accomplished for the expenditure of their time and money.

The attendance can be very largely increased by the added interest and power these helps will give the school. Of course so much more can be done, too, within a given time that you virtually add as much to the school-life of every child as you would gain time in taking a railway train to New York or San Francisco, over going by the old stagecoach. And all of this at an expense so insignificant that many puff away in tobacco smoke every day more than the average cost would be, when scattered over the entire district, for a set of Outline Maps, a Globe, Reading and Writing Charts, Blackboards, etc., etc.

How much do they cost?

When you come to figure it carefully and closely, it will not cost each individual pupil over ten cents per year.

Say the entire outfit costs \$60 and last twenty years, that would be only \$3 per year, and *all* the pupils get the full benefit of all these implements for this trifling expense. If there are 30 pupils, it would be 10 cents to each pupil.

Do you not think it would be worth ten cents to a pupil to have the use of all these necessary tools with which to pursue their studies?

If they only last ten years, then the cost of each for the entire outfit would be 20 cents.

No parent, no patriot, no person, no director should take the responsibility of keeping their children in the bond-

age and helplessness of ignorance, for want of these NECESSARY tools to interest and enlighten them.

The law makes it the *duty* of directors, into whose hands the children are committed, to help them out in this direction without further delay.

We have shown at what a trifling expense this can be done.

Will the directors now discharge their duty by providing these things?

The younger teachers, and the older ones, too, will do more work and better work, and the children will greatly rejoice over these useful and attractive "helps."

SUICIDE.

ANNA C. BRACKETT.

IT might be considered a mild word to apply to the commander of a fort, who, on being attacked by the enemy, spiked his guns, if we called him *thoughtless*. Some people might go so far as to call such action suicidal. A school is not a fort, it may be said, and the pupils are not the enemy. Neither is the principal a commander. All this is very true, for the school where such methods are adopted can not in any sense be characterized by a term derived from a word meaning *strong*.

And yet some of the methods adopted in some schools are no less suicidal. They are so if we consider only the present popularity of the school. They are far more so if we consider the influence on the forming character of the pupils.

I want to relate a story of one of these schools which has lately come to my knowledge, and I tell the plain truth. The school is in New England. It is a boarding school for boys. Now it happened that the school-house was infested with rats and mice, and as the principal is a thrifty man, this annoyed him, and as he is a thoughtful and prudent man, he bethought himself of a plan by which he might be relieved. His wide reading had probably made known to him the story of the farmer, who, wishing to have the stones picked out of his field, utilized the warlike propensities of some of the village boys and set them to pelting the passers-by with the stones, and with the facility for adaptation which always characterizes the true teacher, he framed his plan.

The boys were urged to capture the mice and were promised a reward for every mouse brought in. This reward was to consist of good marks, so many for a mouse, and these good marks were to have the power of cancelling any bad marks received in or out of school! The plan went into operation and the success was wonderful. The mice disappeared from the house and appeared again in bag after bag of game, which boy after boy lugged in to the delighted instructor of youth.

Being transfigured into good marks, the aforesaid mice also made their

appearance on the records of the school, which marks would have accumulated to an inconvenient extent if it had not been for the debit side of the account, which balanced them.

There was no sound of flogging in the school; the teachers were not obliged to keep unruly or lazy boys after school hours, for deficiencies in lessons could also be wiped out by the apotheosized mice.

The plan was a complete success. But now the principal, being a scientific, as well as a philosophical man, had his attention drawn to the endless numbers in which mice can infest a building. It would seem impossible that so many mice could exist in such a space. But still the bags came in. Natural history, especially of the Rodents, became deeply interesting, and he no longer wondered at the annoyance which he had previously experienced. He often remarked upon the singular fact to his friends and acquaintances, in his simple, kindly way suggesting that the building must have been in a very bad state and sadly neglected by previous teachers.

But one day as he was in the neighboring city one of the lawyers of his acquaintance casually inquired: "Pray, what are your boys doing with so many mice? Are they all dissecting mice? And what has started them on this special duty?" And alas for the satisfaction of the poor man! a very superficial enquiry laid bare the fact that for months all the grocery stores, drinking saloons and lawyers' offices of the city had been ransacked for mice by the school boys. It was easy to secure permission to set traps. The grocers were not sorry to have the animals caught. They were then transferred to the bags which had been slyly brought down town, and having been carried back to school, had credited their passes over with an equivalent number of good marks—that is to say with an equivalent number of tardinesses, disorderly actions and unlearned lessons.

A new light dawned upon the wise instructor. He left the city and returned to the school, and the mice having disappeared from the halls of learning, he found it no longer necessary to continue the rule.

All this would be funny if it were not sad. Is it any wonder that school comes to seem to the boy a place where all outside sense of morality is abrogated, a place where laws are the arbitrary will of the teacher, and where to trick and deceive becomes the business of the shrewd? Are punishments in the school to have no rational relation to the offence? Do the laws mean nothing at all? What better training could one have for the Wall street speculations, which ruin so many, for the dishonesty which break down so many fair reputations?

This school is still going on and probably sends highly satisfactory

monthly reports in percentages to the parents of the pupils.

In the second part of Goethe's *Faust* there is an experiment tried of paying for the excessive extravagance of the Count by the invention of paper money. That experiment was also highly successful—for a time.

WHO WAS IT?

DR. ROBERT ALLYN, of the Illinois Carbondale Normal school, writing of the National Educational Association at Madison, to the *Central Christian Advocate*, says:

"I did see *one* man with big hat and magnificent gold-headed cane, commonly strolling by himself, to the credit of the crowd be it said, and sucking the last sweet end of a cigar. I am rejoiced to say he was an exception, a lonely example of what, if I were to judge by the National Educational Association, is a dying practice of poisoning air with tobacco, and identifying a clean profession with the bar-room and street corner."

Could it have been our business manager? "That gold-headed cane" and "strolling by himself" is not *his* "fotograf!" though.

THE department of Industrial Education more than held its own at the Madison meeting, and was, after all, there, as at Saratoga last year—the chief point of attraction and interest

THE Exposition will open on time, and will certainly more than meet the expectations of its most ardent supporters. You can't afford to miss its attractions and advantages.

WE have said before that there is more than one way to state a thing. There is a prose and a poetry way of telling how boys go in swimming. The *Boston Post* tells it in poetry as follows:

"The small boy stands
Beside the pool,
And with his hands
The waters cool

He feels.

He lingers not,
Nor time does waste,
The weather's hot
And with great haste

He peels."

And pitches in to "Baldwin's hole" or some other equally good place, for any boy will study or sleep better after a good wash.

"It's a solemn thing to be married," said Aunt Susan. "Yes, but it's a deal *more* solemn not to be," said little Jet, her niece.

WE never enrolled so many names of subscribers in a month as in the last thirty days, for the AMERICAN JOURNAL OF EDUCATION.

ARKANSAS

American Journal of Education.

J. KELLOGG, Little Rock, Ark. } Editors.
J. B. MERWIN, }

ISN'T THIS RATHER SEVERE?

"SAY, Cap., can you give me a small contribution for campaign expenses?" said a tramp, stepping up to a business man. "I am doing a little collecting to help things along."

"Which party are you a representative of?" asked the merchant.

"Now which would you suppose, judging by my personal appearance?"

"Well, that is rather a difficult question. From your hungry and hopeless look, I might take you for a Greenbacker; from your assumed, pious expression and the extent of your cheek, I should say you were a Republican; but when I catch the aroma of your breath and note the size and color of your nose, I see that you have carried the 'time-honored pimples of the Democratic party' to that extreme point, that I set you down as a Democrat every time."
—Texas Exchange.

THE SCIENCE OF IT.

A TEXAS darkey was giving a learned discussion to an ebony Mississippi exoduster, who had just "aroy" in the Lone Star State, on the science of telegraphing.

"Now, you see, Sam, spouse da was a dog, and dat dog's head was in Houston and his tail in Austin!"

"Go way, da ain't no such dog as dat."

"Well, spouse da was, den. Well den, de tellergraf is jist like dat dog. Ef I pinch dat dog's tail in Houston—dunno for sho—why if I pinch dat dog's tail in Houston he go bark in Austin. Dat's de science ob it. Wha was you educated, nohow?"

DON'T ask too many of those foolish show questions in any branch, especially outside of regular studies, lest you—well, here is an example:

"Where was Bishop Latimer burned to death?" asked the teacher, in a commanding, self-satisfied kind of a tone.

"Joshua knows," said a little girl at the bottom of the class, after an anxious moment of embarrassing silence.

"Well," said the teacher, "if Joshua knows he may tell."

"In the fire," replied Joshua, looking very grave, and wise, and sad, withal, over the thought.

If our teachers now take hold and win the premium we offer, and send us—as they could do easily—50,000 new subscribers between this and the first of January, 1885, what a grand uplift it would give the cause of education in all these States! What a grand thing, too, for 50,000 teachers to secure and use our new premium. This can all be done so easily that it seems to us that it ought to be done. A "host" have already started and have won the prize.

WHAT WE NEED.

PROF. J. M. GREENWOOD, so long the efficient superintendent of schools of Kansas City, in his "Course of Reading," says:

"We need in our schools teachers of broad and liberal culture. This can only be obtained by studying the best writers and thinkers, and by coming in personal contact with those vital issues that agitate the rational, popular mind. The teacher, in thought, should be radical and progressive; in action, cautious and conservative, yet with his face turned squarely to the future. He should stand as an exponent of the civilization of the age in which he lives, and not as a type of the fossils imbedded in the earlier geological formations. His growth depends upon study, reflection, experience, and personal contact with living, organized society; otherwise he is chained and imprisoned in a cell that stifles thought and blights manhood. These courses of reading are therefore designed to elevate, to refine, to dignify, and to expand the teacher's conceptions of duty and his relations to society, of which he forms an integral part. They are submitted with the hope that they may stimulate to greater endeavor, and be the means of still further perfecting our school system by establishing public libraries in every school district."

DR. MAYO says the exhibition at the Madison meeting "was in some respects the best yet in our country, being not a crude pile of material, but an organism with brains. This it owes to the fine executive ability of President Smart and his indefatigable and accomplished assistants, and a good deal to the fact that it was not the work of hired service, but largely a labor of love."

DR. BICKNELL, in Dr. Bicknell's paper, page 84, No. 5, in speaking of the educational Association at Madison, kindly states for the information of those of us who were not there, that "the chief meetings of the Association were held in the Assembly Chamber, President T. W. Bicknell, LL.D., Boston, in the chair."

ROLL in the petitions to your member of Congress for Federal Aid to Education. The bill ought to pass the House of Representatives early in the session.

THE libraries in Boston, Mass., not including private collections, contain over \$1,000,000 books and nearly 600,000 pamphlets.

TO FIND A NUMBER THOUGHT OF.

LET the pupil think of some number, but without telling what the number is. The teacher then makes the pupil perform a series of operations on that number, as: multiply by 3, add 9, divide by 3, multiply by 4, subtract 6, divide by 2, subtract 6 again. What is the result? The instant the teacher learns the result she tells the pupil what number was thought of.

KEY.

Suppose the number thought of to be 5. The teacher denotes it by some letter, as N, and performs the same operations on N that the pupil does on 5, thus:

Pupil.	Teacher.
Number 5.	N
Multiply by 3=15	3 N
Add 9=24	3 N+9
Divide by 3=8	N+3
Multiply by 4=32	4 N+12
Subtract 6=26	4 N+6
Divide by 2=13	2 N+3
Subtract 6=7	2 N

If the result is ten, then 2 N is 10 and N, or the number is 5.

The series of operations should be varied from time to time in order that the pupil may not think that the teacher is following a fixed rule.

If the teacher will put down on paper the operations that she performs, so that she may know afterwards what she has said, she will be able to point out any error that she or the pupil may make. Several pupils may be asked to think of numbers, and the teacher may name the numbers, one after the other. Negative or fractional numbers are not to be feared and need not be avoided.

WE have received a beautiful picture of the Southern Exposition, which opens at Louisville, Ky., August 16, and continues until October 25. The view is of the main building, which is one of the largest exposition buildings ever erected. It covers thirteen acres of ground, and will be lighted throughout by five thousand electric lights.

Reading Schools.

Address "Modern," Logansport, Ind., for their "Weekly Report of Vacancies" in schools.
17h-18g

Gannett Institute For Young Ladies, Boston, Mass.

Family and Day-School. Full corps of Teachers and Lecturers. The Thirty-first Year will begin Wednesday, Oct. 1, 1884. For Catalogue and Circular apply to REV. GEO. GANNETT, A.M., 69 Chester Square, Boston, Mass. 17-dcb

Mechanicville Academy,
MECHANICVILLE, Saratoga county, N. Y. The fall term begins Sept. 1, 1884. Three graduating courses for young ladies and gentlemen. Rare advantages in music. Superior home influences. Students admitted only to fill vacancies. For further particulars confer by letter or in person with the Principal.
17h-1-j MRS S. E. KING AMES.

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Evanston, Ill. Rev. JOSEPH CUMMINGS, D. D., LL.D., President. Sixty-three Professors and Instructors, and over 600 Students. The University offers in its Academic, Collegiate, Theological, Medical, and Law Departments, and also in Oratory, Art and Music, the highest educational advantages under the most favorable influences and at a moderate cost. For catalogues address the President, or Prof. H. F. Fisk. sept-3t

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CHAS. E. WAIT, Director
G. Z. WHITNEY, Secretary,
17-7-8-9

PLAYING SCHOOL.

TWO LITTLE tots on the carpet at play,
Tired of their usual games one day,
Said one to the other: "Let's play stool;
I'll be teacher, and don't you fool,
But sit up nice, like a sure 'nough stolar;
You'll miss your lesson, I'll bet you a lace collar."
Casting about for a word to spell,
Blue eyes on puss and her kitten fell;
As an object lesson they pose with grace,
The mamma washing her baby's face.
"Spell tat," the teacher grandly gives out;
"Quick now, mind what you're about."
The "scholar" failing, with ignominy,
Is sorely shaken and dubbed a niny.
The word repeated, again she fails,
When the scene on the rug again avails,
And the teacher relates, conscience smitten,
"If you can't spell TAT, why just spell TITTEN."

HINTS TO TEACHERS.

BY UNCLE PHIL.

TALK and discussion in the recitation is all good enough, but I have found out that downright work—free and independent work—is very cultivating and much more satisfactory in the end.

How broad is your reading? Are you familiar with the world at large? If not, become so as soon as possible by extensive reading. Talk about what you read. Tell it to your pupils, and slip it carefully into your conversations and thus clinch it in your own mind. It adds to your power as a teacher an hundred fold.

"I can hardly realize it," said a prominent teacher, "but I have read 1800 pages of science and 300 pages of history in nine months, while waiting for dinner, supper and breakfast and during short seasons of rest from active work. I kept one volume on my desk, one in the dining room and one in the sitting room. I was persistent and was amply rewarded for my effort. It was, besides, a rest from the arduous duties of my school and furnished me with a vast amount of material for use before my pupils."

Try it. It is wonderful how much you can do when you want to do it. Can't you get your pupils to try it and report on it once in a while?

Some teachers labor under the false impression that it is wrong to ask pupils to report their own conduct, as it is liable to lead to the habit of lying. I believed it, too, for a long time, but I found that in order to carry out the principle to the end, that they should not be allowed to talk for fear they would swear, nor to open their eyes for fear they would see evil, nor to think for themselves for fear they would think wrong. I saw how foolish I had been. The self-reporting system was at once inaugurated; the dread

of dire vengeance for misdeeds was removed; honest confession was lauded to the very skies; misdemeanors were publicly discussed and the question was, "Of what use are these misdemeanors and do they do any good?" A unanimous vote decided they were useless; another vote decided us to abolish them. With no other fear than the condemnation of the school itself, misdemeanors were abandoned by the pupils rather than to be compelled to report them. In general, good order prevailed and the burden of school government was shifted from the teacher to the pupils themselves.

THE real teacher is a student himself, and because he is growing himself, he kindles in his pupils the spirit of growth—free from narrow prejudice, the very atmosphere disenthralles the youth entrusted to his charge.

IOWA.

STATE SUPT. AKERS recently sent out circulars to the independent districts of the State, asking for the amount of bonded or judgment indebtedness outstanding. Over 2,000 replies have been received, of which 70 report a debt aggregating about \$20,000, while all the rest are clear of debt. The 2,000 districts reporting own school houses valued at \$10,385,541, exclusive of real estate, so that the country districts virtually are out of debt.

With the splendid crops and the efficient work done in the schools by the more than twenty thousand teachers of the State, there ought to be a substantial increase in the wages paid this year, and the terms should be made longer, too. Iowa can afford to do this.

How long do the pupils attend school in Iowa—that is, how many days in the year and how many years? What can the teachers lay up on the wages paid them? Ought not the wages to be increased some this year? The teachers are doing a grand and much-needed work—a work so grand and so much needed that the school officers should make provision in their estimates for both an increase of wages and an increase of the length of the term of schools nine months at least during the year.

MORE than a thousand county superintendents and other school officers have sent us lists of names of subscribers within the last 30 days. A more

prompt and generous response than ever before in the history of this journal for seventeen years.

Not only every teacher, but every school officer in the country ought to have our new premium. They would take it, too, we think, if a copy were shown them. It is much in little, in fact, a library in and of itself.

NEBRASKA.

THE school census of 1884 shows 206,581 children of school age in Nebraska. By the census of 1880 the state had 135,158 children of school age in a population of 452,000. Hence on the same basis the present population of the state, or rather the population when the school census was taken in the spring, is 692,000. This is an increase in four years of a fraction over fifty-three per cent. If the same per cent. of increase goes on until 1890, Nebraska will then have a population of 1,200,000.

The valuation of taxable property of Douglas county for 1884, shows a splendid increase as follows: Personal, \$3,743,045.75; real estate, \$8,310,340. Total, \$12,053,275. Total increase over last year, \$1,083,865.92.

The wages of every teacher in the county ought to be increased perceptibly on this showing. They do a valuable and necessary work which entitles them to recognition.

We learn from the *Republican City Topic* that Dr. John McPherson has made a very liberal donation with others, to start the "McPherson Normal College" at that point. The *Topic* says:

"The college is well named and the honor was bestowed upon one who has done more to build up the town than any other man."

The fact is that money put into education by the state or by the individual, sweeps a wider circuit for good than any other investment that can be made.

Prof. H. T. Morton has been elected to the position of President, and a large number of students have already been secured.

Nebraska moves off with a strong, solid onward march in this direction, and her more than five thousand teachers should have full credit for her marvelous growth and prosperity. Wages should be increased and promptly paid, and a school should be taught in every school district nine months during the year.

HORSFORD'S ACID PHOSPHATE In Liver and Kidney Troubles.

DR. O. G. CILLEY, Boston, says: "I have used it with the most remarkable success in dyspepsia, and derangement of the liver and kidneys."

HAY-FEVER. My brother Myron and myself were both cured of Catarrh and Hay-Fever last July and August by Ely's Cream Balm. Up to Dec. 28, these troubles have not returned.—GABRIEL FERRIS, Spencer, N. Y.

HAY-FEVER. I was afflicted for twenty years with Hay-Fever. I used Ely's Cream Balm with favorable results, and can recommend it to all.—ROBERT W. TOWNLEY, (ex-Mayor) Elizabeth, N. J.

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TENNESSEE

American Journal of Education.

W. E. BELL, Nashville, Tennessee. } Editors.
J. B. MERWIN }.

Don't imagine that you, or we either, are going to exhaust all the grand, good things said at the great meeting of the National Association at Madison, in July, in a single issue—not at all. There are a good many rich things in regard to that meeting yet in store for some of us who could not attend in person. A gathering like that, of the great spirits, sweeps on in an ever-widening circle of influence for good.

"A BREATH of will blows eternally through the universe of souls in the direction of the Right and Necessity."

AN educated man or woman, stands, as it were, in the midst of a boundless arsenal and magazine, filled with all the weapons and engines which man's skill has been able to devise from the earliest time; and he works, accordingly, with a strength borrowed from all past ages. How different is his state who stands on the outside of that storehouse, and feels that its gates must be stormed, or remain forever closed against him.

MORE OF IT.

IT is a big job to undertake all these corrections, but there is both a profit, intellectually, and some sense of humor to be cultivated in correcting the following mistakes. Teachers in Tennessee and other States will be allowed the privilege:

"The Memphis *Avalanche* says Tennesseans are in the habit of coming to their death by the following causes, according to the written verdicts of Tennessee coroners' juries:

"She came to her death by strangulation in testimony we have sit our handes and seal the day above wrotten."

"Paul Burns came to his death by a mule running away with a wagon and being thrown therefrom."

"By taking with his own hands an overdose of morphine."

"From causes unknown to the jury and having no medical attendance."

"Came to his death from national causes."

"Said child aged one day old came to her death from spasms, said child having been found by the witness in a trunk under suspicious circumstances."

"The jouneres on thare onathe do say that he came to his death

by old age, as tha could not see enny else the matter."

"Come to his death from the following causes, to-wit: from some suddent cause to the jurors benonst."

It frequently happens that errors occur in recording names of subscribers. We send this journal regularly to every subscriber, but some times after it has been so mailed regularly and promptly, a person writes us that "they do not get the JOURNAL." In sending the names some initial letter may have been put down wrong or the name misspelled, and while we have mailed the paper regularly and incurred the expense of paper, printing, binding, mailing and paying postage, the subscribers on account of their names not being plainly written fail to receive it. Let us have names and post office addresses VERY PLAINLY WRITTEN, and then there will be no trouble. We would rather send you two copies than to have you miss one, especially as we are now giving the *finest* premium ever offered—a premium which is a library in and of itself.

It will be well to train the pupils in all the classes in all the schools, and drill them upon the matter of properly signing and directing letters. It is surprising to witness the number of both letters and postal cards without either the name of the writer signed, the postoffice, county and State also entirely omitted. We have a number of such letters now on hand, and a large portion of them contain money. This is an important matter to all.

A NEW ROUTE.

A LESSON in geography (not by Howard), and grammar, too, if you choose, all at the same price and same time.

Two Germans met in San Francisco, and after a kindly greeting, one said:

"Ten you said you hev coom?"

"Yau, yesterda."

"You come dot horn around?"

"No."

"Oh, I see, you come dot isthmus across?"

"No."

"Oh, den, you com dot land ofer."

"No."

"Den you haf not ariv."

"Oh, yes, I haf ariv. I com dot Mexico thru."

THE attention of teachers is called to Dixon's new "High School" pencils. They are made in two sizes—regular diameter and tablet diameter. They are made in round shape only, "satin" finish and graded in five degrees of hardness. The leads are very choice and second only to Dixon's American Graphite pencils. The Dixon company have also placed upon the market a sketching crayon, made expressly to meet the demand for a superior sketching crayon. The lead is tough and has a deep, rich, black color. Ask your stationer for these goods.

VASSAR COLLEGE,

POUGHKEEPSIE, N. Y.

A full college course for women, with special and preparatory courses and courses of Music and Art. Ten professors and twenty-two teachers. Library, Observatory, Laboratory, Museum and scientific collections with every facility for a complete and liberal education.

S. L. CALDWELL, D.D.,
17-F-K President.

ST. LOUIS SEMINARY!

A PRIVATE SELECT SCHOOL • F HIGH GRADE FOR YOUNG LADIES.

Situated at Jennings, the most beautiful of the suburbs of St. Louis, on an elevation in view of the city, one mile from city limits, on the Wabash R'y. The place is beautiful and healthy. Number limited. Discipline careful and home-like; each pupil individualized. English, Classics, Mathematics, Sciences, Modern Languages, Music, Vocal and Instrumental, and Art Teachers of large experience. Commodious, well-ventilated buildings with beautiful and ample grounds. Early application only will secure a room. Terms moderate. Fourteenth year commences Sept. 10th. For further particulars and catalogues, address the Principal, B. T. BLEWETT, LL. D., 17h-i Jennings, Missouri.

ST. LOUIS SCHOOL.

MUSEUM OF FINE ARTS,

ART DEPARTMENT WASHINGTON UNIVERSITY.

The School is fully equipped with working material, and furnishes instructions in Drawing, Modeling, Painting, perspective and decorative Design. Next term begins, Monday, Oct. 6, '84. Students may enter at any time.

17-j-1y HALSEY C. IVES, Director.

The St. Louis Manual Training School

Will admit a new class of

ONE HUNDRED BOYS

—AT THE—

June and September Examinations.

Candidates are advised to try on the 9th of June, if 14 years old, and well up in Arithmetic and Geography. September examination on FRIDAY, the FIFTH.

Full particulars in the Catalogue, for which apply by letter to

C. M. WOODWARD, Director,
Washington University,
St. Louis.

17-g-1f

The Hershey School of Musical Art, CHICAGO, ILLINOIS.

Affords unsurpassed facilities for Musical Education in every department of the art. Special facilities for Concert performers.

Pupils can enter at any time.

Send for circular with full particulars.

H. CLARENCE EDDY, General Director.

Mrs. SARA HERSHEY EDDY, Vocal Director, Hershey Music Hall, Chicago, Ill. 16-n-11-1y

WOMAN'S MEDICAL COLLEGE OF CHICAGO.

The annual session commences about the first Tuesday in October, and continues thirty-on weeks.

The requirements for admission, the course of study, and the requirements for graduation fully equal to contiguous colleges.

Prof. Wm. H. Byford, A. M., M. D., Pres't.
For information or announcement, address Prof. David W. Graham, M. D., Sec'y. 17-m-3ly

ILLINOIS STATE NORMAL UNIVERSITY,

For the special preparation of teachers. The full course of study requires three years. Tuition free to those who pledge themselves to teach in the State; to others, \$30 per year. High School Department offers the best advantages for preparing for college or for business. Tuition \$30 per year. Grammar School Department furnishes excellent facilities for obtaining a good, practical education. Tuition, \$35 per year. Terms begin Sept. 5, 1884 and March 17, 1884. For particulars address Edwin C. Hewitt, President, Normal Ill. 17-j-1-y

WYMAN INSTITUTE,

First-class Home School for Boys.

Upper Alton, Illinois.

Sixth Annual Session commences September 10th, 1884.

For full information, call for circulars at Hildreth's book store, or address

EDWARD WYMAN, L.L.D.,

Principal.

UPPER ALTON, ILL., July 1, 1884. 17-G-1

SHEFFIELD SCIENTIFIC SCHOOL OF YALE COLLEGE.

Courses in Chemistry, Pure and Applied, in Civil and Dynamic Engineering, in Agriculture, Botany, Zoology, Mineralogy, and Geology, in Biology, with special reference to preparation for a Medical Course, and in General Scientific Studies, with English, French, and German, Political Economy, History, etc.

For programme, address Prof. Geo. J. Brush, Executive Officer, New Haven, Conn. 17-j-6-11

STATE NORMAL SCHOOL,

SECOND DISTRICT,

WARRENSBURG, MO.

A School for the Professional Training of Teachers.

Over 500 Students in Attendance Last Year.

COURSES OF INSTRUCTION.

I. AN ELEMENTARY COURSE for teachers of District Schools.

II. AN ADVANCED COURSE for teachers of Graded Schools.

III. A PROFESSIONAL COURSE for Graduates of Colleges and Seminaries.

IV. A POST GRADUATE COURSE for experienced teachers who have completed the Advanced Course in this, or its equivalent in some other, school of equal rank.

Expenses are moderate. Fifteenth Annual Session opens SEPTEMBER 3, 1884.

For Full Information, Address

GEO. L. OSBORNE, Pres't.

17-g-1



THE NEW ENGLAND CONSERVATORY OF MUSIC

Furnishes unequalled facilities for instruction in Piano, Organ, Violin, Voice, all Orchestral Instruments, and Tuning. In the ART Department for Drawing, Painting, Modeling and Portraiture. In Modern LANGUAGES, German, French and Italian, with the best native teachers. In English Branches, Common and Higher. In the College of ORATORY in Vocal, Technical, Elocution, Rhetorical Oratory, Forensic and Lyric Art. In the NEW HOME excellent board and nicely furnished rooms, with light, heat, etc., can be had from \$45 to \$75 per term of ten weeks. Tuition from \$5 to \$20 for ten weeks in classes of four. Private Lessons in any Department. New Calendar, beautifully illustrated sent free. FALL TERM begins Sept. 11th, 1884.

E. TOURJEE, Director, Franklin Sq., Boston. 17h-1

ST. AUSTINE'S SCHOOL

New York, St. ten island, West New Brighton.

A Church School of the highest class. Terms \$500. Rector—Rev. Alfred G. Mortimer (Univ. of London). Assistants—Rev. G. E. Cranston (Brown Univ.); Rev. B. S. Lessiter (Princeton, ex-fellow); Rev. S. W. Thackeray (Trinity Coll., Cambridge, Wrangler); Mr. F. W. Rees (Ghris. Church, Oxford, late Exhibitioner); Mr. I. H. Mollieux and others. 17-j-h.

UNION COLLEGE OF LAW, CHICAGO, ILL.

The Fall Term will begin Sept. 24th. For circular address H. BOOTH, Chicago, Ill. 17h-i

MUTUALLY UNSATISFACTORY.

"LOOK here," said a dude to our business manager, "you tell me a couple of good jokes. I want to get them off as original, you know, at a little social gathering to night. I'll lend you five dollars if you do."

"I don't think it will work," replied Ben, pensively.

"Why not?"

"I am so blamed poor that if I am found with five dollars on my person, I'll be suspected of having stolen them; and you are so blamed stupid that if you get off a good joke, everybody will suspect you of stealing it right off."

TWO CONSENTS.

SHE was counted rather a wild pupil at the seminary, but still she asked the preceptress for permission to ride out with a gentleman who called.

"You know the regulations of the institution," was the answer.

"Is he your father?"

"No."

"Is he your brother?"

"No."

"Are you engaged to him?"

"No; but I expect to be before I get back!"

That answer carried the day. Both "consented."

YES, WE DO.

DO YOU want to know, asks Robert Collyer, how I manage to talk to you in this simple Saxon? I read Bunyan, Crusoe and Goldsmith when I was a boy, morning, noon and night. All the rest was task work; these were my delight, with the stories in the Bible, and with Shakespeare, when at last the mighty master came within our doors. These were like a well of pure water, and this is the first step I seem to have taken of my own free will toward the pulpit. . . . I took to these as I took to milk, and, without the least idea of what I was doing, got the taste for simple words in the very fibre of my nature. There was day school for me until I was eight years old, and then I had to turn in and work thirteen hours a day.

This vast hunger for books never left me. If there was no candle, I poked my head down to the fire, read while I was eating, blowing the bellows, or walking from one place to another. I could read and walk four miles an hour. The world centered in books. There was no thought in my mind of any good to come out of it; the good lay in the reading. I had no more idea of being a

minister than you elder men who were boys then, in this town, had that I should be here to-night to tell this story. Now, give a boy a *passion* like this for anything, books or business, painting or farming, mechanism or music, and you give him thereby a *lever* to lift his world and a patent of nobility, if the thing he does is noble.

These are fruitful suggestions for our teachers. Get the boys and girls to *reading books*, and you put them on the way to achieve a destiny worth living for.

THAT premium is a library in and of itself. Did you get it?

WE shall esteem it a special favor if our subscribers will kindly drop us a postal card, saying how they like the new premium. Let it come, if you please, if you *do* like it, or if you do not.

HOW TO TEACH READING.

LET our young teachers, and the older ones, too, for that matter, see if they do not find some valuable hints in the following:

The object to be held prominently in view in teaching reading, is the acquiring of the ability to gather readily the thought and sentiment embodied in the piece. Another object is the ability to give the proper oral expression to the thought and sentiment.

(a) To prepare the oral reading of the lesson; this includes proper pronunciation, inflection, &c.

To attain the thought and sentiment of the piece.

To these, the teacher may require in the advanced classes, some points in grammar, rhetoric, &c., to be learned.

Seat work—(a) Let the pupils prepare the spelling of the difficult words; (b) write part of the lesson; (c) prepare the oral reading.

Class work.—Here require the pupil to take a proper position and to read in imitation of a good conversational tone; prevent drawing and rapid reading; let criticisms be given by pupils and teacher; let the teacher, by reading, correct improper emphasis or inflection; let a pupil read and another tell the substance of what he has read; see that the pupils appreciate what they read.

The *aspirated tone* may be used in expressing fear, wonder, or some form of awe; also, in expressing rage, scorn, or contempt.

The *monotone* is used in expressing majesty, power, grandeur of thought, or sublimity of feeling.

The uses of punctuation are—(a) to show the meaning intended, and hence (b) to assist in the giving of the correct oral expression.

These show the grammatical connection and dependence of the various elements.

The following is illustrative:

"I said he was dishonest, it is true; and I am sorry for it."

The meaning of this would be much changed if the comma and the semi-colon were exchanged.

"A TOOT."

IT is said that a Boston delegate to one of the conventions (they have had two conventions at Chicago, and one at Madison, you know,) met with an unpleasant accident while in the Lake City. He went on what is called "a toot," lost all his money, got his eye blacked, his clothes soiled, and his silk stove-pipe hat battered all down and out of shape. Next morning, while in this condition, he was obliged to pawn a valuable diamond ring. The pawnbroker looked critically at the delegate, and then proceeded to examine the ring still more critically with a magnifying glass. Finally, the Dr. asked:

"Is there anything suspicious about that ring?"

"I should say der vas."

"What is it?"

"Dot such a looking fellow like you should have dot ring. Vere did you found it?"

We understand from sources we consider entirely reliable that this "Dr." was not the Hon. Dr. Thomas Bicknell, LL.D., President, Boston, but some other delegate.

There are lots of Dr.'s in Chicago though, and good ones, too, and they are as smart as they are good; but it seems that every "Dr." in Chicago was ruled out of the Madison Convention—at least no mention is made in Dr. Bicknell's paper of any Dr. from Chicago. Perhaps, we hesitate to express the thought—perhaps Chicago don't "toot" for Dr. Bicknell, and because it is a suburb of Normalville where Col. Parker presides with so much ability and efficiency. Every one from Chicago was ruled out as we understand Col. Parker was.

CHICAGO will learn, we guess, after this sad and solemn experience, never again to speak of Dr. Bicknell's "pic-nics" as "Jumbo advertisements for Dr. Bicknell." Not a "Dr." was mentioned from Chicago, and Col. Parker was ruled out of the Association by Dr. Bicknell. We could cheerfully and willingly replenish Lake Michigan with our tears over this if there should come a dry spell.

Catarrah—A New Treatment.

[From the Montreal Star, Nov. 17, 1883.]

Perhaps the most extraordinary success that has been achieved in modern medicine, has been attained by the Dixon treatment for Catarrah. Out of 2,000 patients treated during the past six months, fully ninety per cent. have been cured of this stubborn malady. This is none the less startling when it is remembered that not five per cent. of patients presenting themselves to the regular practitioner are benefited, while the patent medicines and other advertised cures never record a cure at all. Starting with the claim now generally believed by the most scientific men that the disease is due to the presence of living parasites in the tissues, Mr. Dixon at once adapted his cure to their extermination; this accomplished, the Catarrah is practically cured, and the permanency is unquestioned, as cures effected by him four years ago are cures still. No one else has ever attempted to cure Catarrah in this manner, and no other treatment has ever cured Catarrah. The application of the remedy is simple, and can be done at home, and the present season of the year is the most favorable for a speedy and permanent cure, the majority of cases being cured at one treatment. Sufferers should correspond with Messrs. A. H. DIXON & SON, 305 King street West, Toronto, Canada, and enclose stamp for their treatise on Catarrah. 161-17k

FASHION IS QUEEN. Fast, brilliant and fashionable are the Diamond Dye colors. One package colors 1 to 4 lbs. of goods. 10c. for any color. Get at druggists. Wells, Richardson & Co., Burlington, Vt.

Advertising Cheats!!!

"It has become so common to begin an article in an elegant, interesting style,

"Then run it into some advertisement that we avoid all such,

"And simply call attention to the merits of Hop Bitters in as plain, honest terms as possible.

"To induce people

"To give them *one trial*, which so proves their value that they will never use anything else."

"THE REMEDY so favorably noticed in all the papers,

"Religious and secular, is

"Having a large sale, and is supplanting all other medicines."

"There is no denying the virtues of the Hop plant, and the proprietors of Hop Bitters have shown great shrewdness and ability."

"In compounding a medicine whose virtues are so palpable to every one's observation."

Did She Die?

"No!

"She lingered and suffered along,

"pining away all the time for years,"

"The doctors doing her no good;"

"And at last was cured by this Hop Bitters the papers say so much about."

"Indeed! Indeed!"

"How thankful we should be for that medicine."

A Daughter's Misery.

"Eleven years our daughter suffered on a bed of misery.

"From a complication of kidney, liver, rheumatic trouble and Nervous debility,

"Under the care of the best physicians,

"Who gave her disease various names,

"But no relief,

"And now she is restored to us in good health by as simple a remedy as Hop Bitters, that we had shunned for years before using it."—THE PARENTS.

Father is Getting Well.

"My daughters say:

"How much better father is since he used Hop Bitters."

"He is getting well after his long suffering from a disease declared incurable."

"And we are so glad that he used your Bitters."—A LADY of Utica, N. Y.

None genuine without a bunch of green Hops on the white label. Shun all the vile, poisonous stuff with "Hop" or "Hops" in their name.

ILLINOIS.

American Journal of Education.

E. N. ANDREWS, Chicago..... { Editors
J. B. MERWIN.....

COMPULSORY SCHOOL ATTENDANCE.

THE agitation and careful consideration of this question seems to be doing great good. The close relation of the school system to industrial pursuits, its constant teaching and drilling of quick and cheerful obedience to law and the prompt recognition of exact justice. All these elements enter into every lesson taught.

President Angell, of Michigan University, says:

"I have no doubt of the right of the State to enforce attendance in school. But it seems to me of little avail to pass compulsory laws for communities which are not heartily in favor of the execution of such laws. Now I fear we have few such communities in this country. I have therefore thought that the first work is to educate the public."

IF the German and Irishman had been educated in the same class and at the same school, there would have been no such trouble as this between the two neighbors. The German looked up at the sky and said:

"I guess a leedle it vill rain sometimes poorty quick."

"Yees do, eh!" replied the Irish neighbor; "what bizness have yee's to purtend to know about Amerikern wether, ye furrin galoot?"

ADVANTAGES OF A COLLEGE EDUCATION.

"WHAT profession has your son decided to follow?" said Gilhooly to Col. Yerger, of Austin, who has a boy off at a Northern college.

"At first," replied the old man slowly, "I thought he ought to follow medicine, law or divinity, and I went on to Boston to see about it."

"Which profession does he seem to prefer to follow?"

"Well, he seemed to prefer to follow a divinity, with blue eyes and yellow hair."

"Yes, that's the way those college students are."

"After I had found out how little he had learned of law and medicine, and I had made him give up his divinity, I came to the conclusion that he must follow some other profession for which he had more taste."

"And what profession is that?"

"Base ball. He knows almost enough about it to graduate," and

the old man went off shaking his head.

A CREDITABLE CHANGE.

A CORRESPONDENT of the *Woman's Journal* says: "It was exceedingly interesting to hear the account of what our women have done since they were elected on the school board in Salamanca, N. Y.

From a rickety old school-house not safe or fit for teacher or scholars, they (being all of them large tax-payers) have caused to be built a fine building costing twenty-five thousand dollars, also changing the time of payment of salary to the teachers from the end of the term to the end of each month, thus giving many advantages to the teachers; also having the seats for the little children cut down several inches to let their feet touch the floor; and many other things that a woman can see at once, these women have seen and caused to be changed."

THAT premium "takes the cake" and more than gives satisfaction. A number of teachers on receiving it have sent in a dozen or more subscribers, and one lady teacher sent in thirty as the result of two hours' work.

You can put the "nucleus of a library," or, as one lady teacher states it, "a library itself" into a dozen or twenty homes in your school district now with very little trouble. Our premium, if shown, wins at once. Send ten cents for sample copies and full particulars.

A DIFFERENCE.

DR. ROBERT ALLYN reports in the *Central Christian Advocate* that "three thousand five hundred are said by the treasurer to have paid the annual membership fee of the National Educational Association, and the common estimate was that not less than fifteen hundred others were in the city to attend one or more of the three daily sessions of some of the departments, which met on one of the eight days devoted to the work of that body and its affiliated departments. All these, say five thousand, for the six thousand is probably an over statement, were actually engaged in the work of public education, in some of its various forms of superintendence, instruction, lecturing, or controlling in a direct way the great State and national systems of education. As the number of teachers in the Nation, according to the statistics of the Bureau of Education at Washington, is a little less than three hundred thousand, the attendance at Madison was not far from one in fifty of the whole army of educators of the country. And it was a

body of men and women of whom the Nation may well be proud."

Dr. Bicknell says, in his paper—we quote his exact words—over fifteen hundred or two thousand who were there and who did not pay, were persons having "a small sense of self-respect and belong to a low order of manhood."

Who were they? Would it not be will for those who did pay, to pin their certificates of membership on their sleeves when they go out, so that people may know they do not, as Dr. Bicknell says, "belong to a low order of manhood."

Then, too, who is to reconcile this difference between the statements of Dr. Allyn of Illinois, and Dr. Bicknell, of Boston? We endorse Dr. Allyn's statement.

THE teacher who addressed a school board thus, "Is there any vacancies in your school?" may have had character, energy, a certain kind of scholarship even, but he could not secure a place under a board of much character. His own words condemn him.

REMEMBER that our use of language is the common criterion by which we are judged. No test so sure by which to measure our culture. The uneducated or half-educated man reveals his lack in the first sentence that he speaks—much more when he writes.

WOMEN can vote at eleven thousand elections in New York State on the last Tuesday in August, when the school elections outside of the cities take place.

HUGH MILLER.

A POORLY-DRESSED boy came to the door of the principal of a celebrated school one morning and asked to see him. The servant eyed his clothes, and thinking he looked more like a beggar than anything else, told him to go round to the kitchen.

"I should like to see Mr. —," said he.

"You want a breakfast, more like."

"Can I see Mr. —?" politely asked the boy.

"Well, he is in the library; if he must be disturbed, he must."

So he bade him follow. A ter talking a while, the principal put aside the volume he was studying and took up some Greek books, and began to examine the newcomer. Every question he asked the boy was answered readily.

"Upon my word!" exclaimed the principal, "you do well. Where did you pick up so much information?"

"In my spare moments," answered the boy.

He was a hard-working lad, yet almost fitted for college by simply improving his spare moments. A few years later he became known all the world over as the celebrated geologist Hugh Miller. What account can you give of your spare moments?

ADVOCATES of prohibition need have no fears of "PRICKLY ASH BITTERS" as it is a medicine, and by reason of its cathartic properties cannot be used as a beverage. It is manufactured from the purest materials, and acts directly on the Liver, Kidneys, Stomach and Bowels. As a blood purifier it has no equal. It is pleasant to the taste, and effective in action.

A DOCTOR gave a patient a box of pills with directions to "Take one pill five times a day!"

HORSFORD'S ACID PHOSPHATE

As a Refrigerant Drink in Fevers.

DR. C. H. S. DAVIS, Meriden, Connecticut, says: "I have used it as a pleasant and cooling drink in fevers, and have been very much pleased with it."

A Safeguard.

The fatal rapidity with which slight Colds and Coughs frequently develop into the gravest maladies of the throat and lungs, is a consideration which should impel every prudent person to keep at hand, as a household remedy, a bottle of AYER'S CHERRY PECTORAL.

Nothing else gives such immediate relief and works so sure a cure in all affections of this class. That eminent physician, Prof. F. Sweetzer, of the Maine Medical School, Brunswick, Me., says:—

"Medical science has produced no other anodyne expectorant so good as AYER'S CHERRY PECTORAL. It is invaluable for diseases of the throat and lungs."

The same opinion is expressed by the well-known Dr. L. J. Addison, of Chicago, Ill., who says:—

"I have never found, in thirty-five years of continuous study and practice of medicine, any preparation of so great value as AYER'S CHERRY PECTORAL, for treatment of diseases of the throat and lungs. It not only breaks up colds and cures severe coughs, but is more effective than anything else in relieving even the most serious bronchial and pulmonary affections."

AYER'S

Cherry Pectoral

Is not a new claimant for popular confidence, but a medicine which is to-day saving the lives of the third generation who have come into being since it was first offered to the public.

There is not a household in which this invaluable remedy has once been introduced where its use has ever been abandoned, and there is not a person who has ever given it a proper trial for any throat or lung disease susceptible of cure, who has not been made well by it.

AYER'S CHERRY PECTORAL has, in numberless instances, cured obstinate cases of chronic Bronchitis, Laryngitis, and even acute Pneumonia, and has saved many patients in the earlier stages of Pulmonary Consumption. It is a medicine that only requires to be taken in small doses, is pleasant to the taste, and is needed in every house where there are children, as there is nothing so good as AYER'S CHERRY PECTORAL for treatment of Croup and Whooping Cough.

These are all plain facts, which can be verified by anybody, and should be remembered by everybody.

Ayer's Cherry Pectoral

PREPARED BY

Dr. J. C. Ayer & Co., Lowell, Mass.

Sold by all druggists.

HOW TO DO IT.

OUR teachers will find the following suggestions *helpful* in many ways, in addition to the special topics treated. They are from Prof. A. N. Raub, of Pennsylvania, one of the most experienced and successful teachers in the State, and they come as a result of long experience.

Prof. Raub says:

"Let the children write short descriptions of imaginary voyages, in which they can employ what knowledge of geography and history they have already acquired.

When the pupils in a class are not all required to write on the same theme, place a number of suitable subjects on the black-board, and let them select from these.

Train them to outline or analyze the topic which they select before they begin to write on it. Talk it over with them fully.

Encourage them to talk over each point in the outline carefully themselves before they attempt to write. This will do more than anything else to lead them to think for themselves.

In the collection of material, pupils should read also the thoughts of others; these will arouse new thoughts in their own minds and make their writings all the more valuable.

The student should be encouraged to carry a note-book, in which he should jot down such thoughts with reference to a subject as may occur to him from time to time that he is to write upon.

When once the analysis of the topic has been made, the student should select only those parts which seem most important, and dwell on these, but without repetition of either thought or language. This will of itself have a tendency to cultivate among the pupils a taste for good reading and pure literature. Let the teacher give such culture to his pupils as will create in them a desire to read for themselves what is beautiful and interesting in the writings of others, and, having once secured this result, he need have little fear as to their success, not only in the department of language, but in every other department as well.

Remember that the daily exercise in written expression of thought is much more valuable than the formal semi-monthly compositions prepared for an occasion.

Some teachers prefer to indicate the sort of correction to be made, whether in spelling, capital letters or otherwise, but in general it will be found best simply to indicate that an error has been made, and let the pupil discover it for himself.

Some of the errors may be written on the board for the class to criticize and correct. When such a plan is pursued, the teacher should never be

so inconsiderate as to permit any pupil to know from whose compositions the error has been gleaned. In general, those errors which are likely to be made by all or most of the members of the class should be placed on the board."

SCHOOL STUDIES.

AN educational writer for one of the St. Louis newspapers asserts that "the obstacles which stand in the way of the adoption of the new method of imparting instruction, kindergarten and manual training, are the difficulties of overcoming the conservative notions of parents and school wards and of securing the right kind of teachers. It would seem as if a real science of teaching were at last striving for a foothold against educational dogma. It requires a higher order of instructors to appreciate what the juvenile mind is capable of receiving and digesting, and to give it that and no more, than it does to follow in the traditional ruts."

Observing teachers say: "There is no keener pleasures for a pupil than the appreciation of a new fact and the exercise of practically applying it."

It has been ascertained that in all school-office elections in the United States, only about one-fourth of the people who are entitled to vote take part in the elections. From this it will be seen that to correct an adopted course of study the best way is to draw out a large opposition vote on election days, and elect school directors who will improve the course of study.

THE superintendent of Milwaukee, Wis., public schools states "that the practice of having pupils study at home does more harm than good as a rule, and in some cases results in positive and permanent injury. It is not only hurtful, but it is unnecessary, save in exceptional cases. Six hours per day is as much time as any child ought to give to books and study; and if they are properly instructed they will require no more than that to make reasonable and satisfactory progress."

A SCIENTIFIC physician in Philadelphia claims to have discovered and practically applied a process of photographing phonetic sound motions made by the throat in the act of talking, reading or singing. He takes the phonetic picture on white paper covered with soot. He claims that many of the sounds which have long been considered by elocutionists to be formed by the direct action of the lips, the teeth or the tongue are really formed by the palate.

The New Jersey legislature has enacted a law making the study of the United States and State constitutions compulsory in the public schools of that commonwealth.

WHO PAID?

MR. BICKNELL was so plain and emphatic in the expression of his opinion as to the character of those who did not pay for seeing his so-called "Jumbo advertisement" up at Madison that every teacher in the country who fortunately or unfortunately was not there, might like to know just what it was. We quote his exact words:

"All such persons," Dr. Bicknell says, have "a small sense of self-respect and belong to a low order of manhood."

The *Wisconsin Journal of Education* said:

"There are, of course, no possible means of determining with accuracy the number in attendance; but these facts remain: twenty-five hundred annual memberships were taken during the week; a large number of life and annual members previously enrolled were present; a large number bought excursion tickets upon some lines of railways which did not require them to be stamped by the Association to make them good for return, and a good many of those who were present did not pay the fee and join the Association."

POISON! AVOID IT.

WE are glad to see a movement on the part of States as well as individual teachers to train pupils into a knowledge of the effects of poison in the human system.

"The effect of nicotine proper is to produce tremor, palpitation of the heart and paralysis," says Richardson.

Among other things:

1. Tobacco destroys or impairs digestion, leading to dyspepsia, our national disease.
2. Tobacco causes an unnatural action of the heart, resulting often in heart disease.
3. Tobacco causes paralysis. The increase of paralytics and lunatics in France is said to have been in the same ratio as the revenue on tobacco.
4. Tobacco causes color-blindness, weakens the memory and other mental faculties.
5. Tobacco costs more than bread.
6. The tobacco user is a disgusting

object to all with whom he comes in contact.

It follows that no wise man will use a thing so harmful to mind and body, no good man will countenance its use, and every truly Christian man will use his influence to prevent the young from falling into the habit.

WRITE the names and postoffice address PLAIN when you send in lists of new subscribers to this journal.

IN Boston, in the public schools, under a new law any child who needs a new book sends an application to the supply department. The book is delivered, and the application is sent to the tax assessors for examination. If they decide that the parents can afford to pay for the books, the amount is added to the tax bill, but if otherwise, no charge is made for the books.

LOOK on the bright side of things always. Schiller says:

"Joy is the mainspring in the whole round of everlasting nature; joy moves the wheels of the great time-piece of the world; she it is that loosens flowers from their buds, suns from their firmaments, rolling spheres in distant space seen not by the glass of the astronomer."

HORACE MANN said:

"Ignorance breeds monsters to fill up all the vacancies of the soul that are unoccupied by the verities of knowledge. He who dethrones the idea of law bids chaos welcome in its stead."

THE editor of *Kentucky Education* says, on his return from Dr. Bicknell's "Jumbo advertisement" in Madison: "Our visit to the 'Great Convention of Teachers' has more than ever persuaded us that an educational system which cultivates selfishness is behind the age and a curse to the community."

THERE are now nine telegraphic cables across the Atlantic ocean, owned by five companies. These cables cost in the aggregate about \$72,000,000. About 30,000,000 words, at a cost of 25 cents per word, are transmitted annually.

"You can't depend on what the daily papers say," said Jimpson; "they never do tell half the truth."

"Yes, they do, and more too, when they write about each other. Just read what the New York editors say about each other."

THE United States has about 10,000 miles of sea coast and \$1,500,000,000 of annual commerce. During the past twenty-two years \$385,000,000 have been expended for naval purposes to defend this coast and commerce.

RECENT LITERATURE.

We are glad to see that the Tariff question is to be thoroughly discussed in the *North American Review*. Free Trade arguments will appear in the September number, and Protection views in the October. The ablest writers on both sides have been engaged.

G. P. PUTNAM'S SONS will issue at once in their Transatlantic Series a clever story entitled "The World We Live in," by Oswald Crawford, author of "Portugal, Old and New," which has received very favorable attention from the London critics. The *Spectator* says of it: "This big little book is like a conjuror's bottle; there is in it a slip of something for everybody. * * * The talk is excellent, so that we know the talkers, and make mental portraits of them." In the Knickerbocker Novels, the next volume will be "The Bassett Claim," by Henry R. Elliott.

THE *Atlantic Monthly* for September is more than usually strong and brilliant withal. The independent voter from the discussion of "The Depotism of Party" will find consolation if he needs it. And Richard Grant White says finer things of Shakespeare than have ever been written elsewhere. "Old Salem Shops" takes us back to the quaint ways and close economies of our earlier time, and the story of "Wolfe on the Plains of Abraham" is well told. "Recent Fiction" and "The Contribution Club," with "Books of the Month," keep up the interest of the very last page.

THE *Century* for September bears off the palm for facts and illustrated articles. "From Coventry to Chester on Wheels" will serve to keep up the craze on bicycles and tri-cycles, but it is so far an exhilarating, healthful exercise. It seems a long distance from bicycles to "The late Dr. Dormer and the New Theology," but it is not. In fact, with *The Century* for a companion, time and distance and all else seems so pleasant we take no note of it except from the pleasure derived. We wish every school district in the country would (as they could easily do it) organize a reading club early and secure *The Atlantic*, *The Century*, the *Popular Science Monthly*, *The North American Review*, *Lippincott's Magazine*, *St. Nicholas* and *Wide-Awake*. What a fund of interesting and profitable reading this would introduce into every neighborhood, lifting the people up out of the petty details and gossip of small affairs; a region where they would have a survey of the life and progress of the nation. Two articles of an evening, well read aloud, and commented upon at the meeting of the club, and then keep the magazines in circulation the rest of the time, would change the whole current of life of scores of individuals. To these could and should be added others, but these would give a good "send-off," and if such a club was once started it would soon gather force and constituency enough to hold on its upward and shining way "a joy forever."

Merited Praise.

THE universal praise bestowed upon Kidney-Wort as an invaluable remedy for all disorders of the Kidneys, Liver and Bowels, is well merited. Its virtues are universally known and its cures are reported on all sides. Many obstinate cases have succumbed to it after they had been given up by the doctors and a thorough treatment will never fail to cure. Sold by all druggists. See adv't.

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Consists of portraits and lives of leading authors and great men of modern times—large (6x1) portraits of prominent persons have already appeared. Colored maps of all the countries of the world. School questions for Friday afternoon. Telegraphy, illustrated. Course of lessons in shorthand, profusely illustrated. Course of lessons in penmanship, illustrated. Lessons in business forms, with many beautiful cuts. The best course of lessons in short methods in Arithmetic ever published. Lessons in practical grammar. How to speak and write correctly. Engravings of beautiful scenery. Lessons in literature, illustrated. An illustrated course of lessons in science, entitled, "What Boys and Girls Should Know." Lessons in letter writing and business correspondence. Pictures of the great cities of the world. Illustrated lessons in astronomy. Interesting sketches of old-fashioned schools. The old-time teachers and their methods. Pictures of the largest European and American universities and colleges. Poetry, reading and recitations. Easy lessons in algebra, drawings and geometry. The latest voyages of discovery. Much matter of a miscellaneous character. A decided departure from the ordinary school journal. One dollar a year. Date your subscription from March, (1884), and you will secure all back numbers.



This department is especially interesting to teachers and to all students who are preparing for any examination. Much assistance is given that cannot be got from books. The course of lessons in practical grammar has been pronounced by all to be worth more than the subscription price.



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Teachers are not all dry, prosy, professional

men and women. For this reason we have introduced this department. Each number contains one long completed story and several short ones. The stories in recent numbers, entitled "A Foot Race for Money," and "A Yankee Schoolmaster's Adventure" are alone worth the cost of the paper for a year. You can get nothing better to read to your pupils after a good week's work. We have some excellent, illustrated stories for coming numbers. There is no paper that will afford you more genuine pleasure than this.



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ANOTHER ATTACK.

WE clip Dr. Bicknell's attack from Dr. Bicknell's paper of July 24, No. 5, page 84, on "Supervision." We published from Dr. Bicknell's paper, in our last issue, a *verbatim* report of what seven Dr.'s said on the same subject at Madison. We now present what Dr. Bicknell himself said, as follows:

"The Association then listened to Hon. T. W. Bicknell, LL.D., Boston, the president:

After referring to the history of the Northwest Territory, of which Madison might be called the center, the speaker presented a survey of the present 'Science of Education.' Education, he said, seems to be slowly becoming a science by a gradual change of basis.

SUPERVISION.

One of the greatest faults of our supervision of schools is its tendency towards a superficial, artificial, non-vitalized and non-vitalizing relation to the school. The visits and work of some superintendents oftener seem a visitation of Providence rather than a helpful, hearty, vital support of teacher or school.

In fact, the defects, I think, may be stated briefly thus: (1) Too much time taken up in petty and unproductive details, (2) too much time devoted to harassing examinations—i. e., too much drawing from empty wells; (3) too much mechanical work enforced or encouraged in schools; (4) too much empiricism, and too little philosophy; (5) not enough stimulation of the right sort for teachers and pupils; (6) too much egotism; (7) not enough power vested in the superintendent for the correction of unquestioned defects in methods of teaching and management of schools."

We confess we are not much further ahead on "Supervision" than we were before reading what Hon. T. W. Bicknell, LL.D., the President, said on the subject, but one thing strikes us as rather singular. We should, as his "genial friend," advise Hon. T. W. Bicknell, LL.D., President, to get acquainted with "Providence." He might in that case have less fear or dread of his "visitations," and tell us who these "some superintendents" are that he thus arraigns."

THE child should have all possible help—help from every device, from every method. And the merit of any system of teach-

ing primary reading must be judged not by its conformity with this or that theory, but by the Baconian test of its "fruit."

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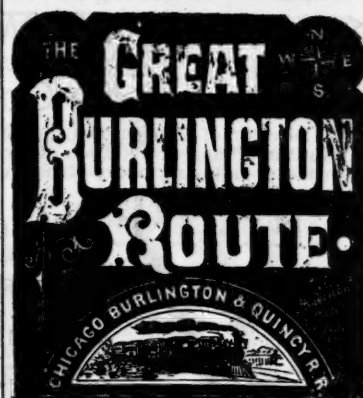
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